

# USE OF PROFESSIONAL TERMINOLOGY IN THE EDUCATIONAL PROCESS

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## ABSTRACT

*This article discusses the use of professional terminology and the introduction of innovative technologies in the educational process today, the emergence of the term innovation and its place and role in the development of pedagogical thinking. The article discusses the role of "Communication" technology in the formation of oral skills in education and the practical results of its use. It also reveals the principles of developing an innovative environment, methods of organizing innovative activities of all participants in the educational process.*

**Keywords:** technology, method, practical, result, dialogue, innovative methods, topic, stage, debate, problem solving, text, word processing, word production, oral speech. innovation, education, upbringing, teacher, thinking, modern education, innovative activity, innovative development, innovative environment.

## 1. INTRODUCTION

In recent decades, the term "innovation" has emerged and is actively used in education, which is the most effective means of transforming society and education. inevitably leads to updates in relationships. The program of modernization of the education system of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan is aimed at providing it with highly qualified personnel. Based on the principles of innovative education, can train a teacher capable of creativity, project design; formation of pedagogical thinking based on multiple criteria of solutions, formation of tolerance, a sense of moral responsibility for their actions; multifaceted thinking, the development of "binocularity" of intellectual activity. A modern teacher should be distinguished by initiative and responsibility, the need to constantly update and enrich their knowledge, the ability to boldly make innovative decisions and implement them actively. At present, several ways to develop teacher thinking have been identified: functional-operational, the essence of which is to solve specific pedagogical tasks (gnostic, constructive, organizational, communicative, design) in accordance with the main components of professional pedagogical activity; constructive-methodical - teachers solve certain methodical problem situations, during which they form methodical thinking; problem-methodical - educators seek answers to typical questions that arise in the practice of educational work, develop the ability to creatively develop solutions that are acceptable for the specific conditions of practical activity. According to other authors, the method based on the idea of modeling pedagogical situations, solving constructive problems and conducting pedagogical games is the most effective method [3]. Analyzing the interdependence of traditional and innovative approaches in the modern education system, innovative education was considered in terms of the teacher's new pedagogical thinking, the concept of "innovation" was defined and two types were distinguished: innovation - modernization and innovation - transformation. The first partially changes the learning process in the direction of achieving guaranteed results (educational standard) within the traditional system of activities. Innovation-transformation is aimed at radically changing the traditional educational process and ensuring its research nature, the organization of research (creative) educational activities [1]. This aspect has not previously been taken into account in practice or has only been published. Developed thinking mechanisms allow the student to self-develop, self-educate, self-regulate, making him free and independent of the teacher's mood. The study concluded that it is necessary to train teachers with new pedagogical thinking to work in such an environment, and the reorientation of the educational process in the educational institution is absolutely obvious, and it is associated with the

solution of two main problems:

## 2. METHODS

1. Look for possible ways to increase the level of generalized knowledge about the activity.
2. Search for ways to expand the opportunities to apply theoretical knowledge in practice.

The principles of the organization of innovative activity are: - The principle of combining traditional and innovative methods in the organization of the pedagogical process, which is reflected in the following requirements: preservation and development of traditions of the educational institution; storage and dissemination of new pedagogical experience; encourage the search for innovation, support for innovative initiatives, projects, their timely expert evaluation; compliance of the content of innovations with the development goals of the educational institution, the skills and needs of teaching staff; making the most effective innovations traditional. - The principle of development of the innovative environment implies the formation of norms of relations in the educational institution, the stimulation of innovative activity of all participants in the educational process. This principle requires: expanding the scope of innovative activities of teachers; use of management tools that stimulate individual and collective innovation; creation of the most optimal mode for development of innovative potential of teachers; systematization of innovations in accordance with the initial potential, the level of readiness of teachers for innovative activities. - The principle of pedagogical support in the implementation of innovative development of professional and pedagogical competence of teachers includes: diagnostics of teachers' readiness for innovative activities; identification and use of individual-differential methods of innovative potential and professional-pedagogical competence of teachers; encouragement and support of innovative activity of teachers in educational activity; creating conditions for the choice of forms of innovative activity of teachers [2]. - The principle of maintaining and developing creative superiority in the pedagogical process is reflected in the following requirements: the need for creativity, creativity, innovative activity should be accepted by the subjects of the pedagogical process as the dominant (superior) qualities of the specialist. The whole set of tasks assigned to the educational institution and the description of the methods of their solution allowed to create a normative model of the mental activity of the teacher. At the same time, in this activity, as in any other activity, it was taken into account that the unity of the structure of thinking was created on the basis of "the ratio of large tasks subordinate to a number of small, special tasks included in them as links." Thinking is determined by the logic of the problem, the teacher is involved in their solution, and its structure is determined by the ratio of tasks. In fact, pedagogical goals are achieved constructively - through the development of thematic plans, lesson plans, the construction of a clear learning content, organizational forms and methods of education in the logic of solving this or that pedagogical task. Constructive tasks (plans) are applied in practice by solving organizational (development of forms of education, solving specific tasks) and communicative (communicative) tasks. In the process of solving each problem, a certain thinking process is activated. Using formative tools, it is possible to visualize a normative model of a teacher's pedagogical thinking. It includes mental, labor, ideological-ethical, aesthetic, and physical education goals; Gnostic, design-constructive tasks include the results of solving various problems. The importance of innovations in the vocational education system means that the formation of a developed innovative thinking and a highly innovative culture, hence the educational (pedagogical) innovations - a complex process of creating, disseminating and using a new practical tool for the formation of innovative thinking and innovative culture between student and teacher. Thus, pedagogical readiness for innovative activity is provided by: personal and professional development of the teacher, work with the inner "I", the student's unique individuality, pedagogical confidence in uniqueness, the desire to help them to develop. At the heart of the radical reforms taking place in our country are the issues of upbringing and educating a perfect person. All the changes in the education system, which are the basis of education, are aimed at imparting excellent knowledge to the younger generation and helping them to take their rightful place in the development of our republic. Such changes in the field of education are also intended to teach the younger generation on the basis of the

quality of teachers, new approaches to the education system. Therefore, in order to further improve the quality of teaching in our country, it is necessary to create all conditions for teachers to receive training in retraining and advanced training courses in accordance with modern requirements. Teaching using interactive methods and innovative technologies in education is not a novelty today. Because in the period of development, as in all areas of education, one of the constant work of educators is to use modern methods of teaching, all methods of teaching. Today, classes are conducted in all areas of education using interactive methods. Sufficient conditions for this have been created and are being created in the education system. Teachers consciously realized the need to teach in accordance with an aggressive lifestyle.

### 3. RESULTS

That is why lessons are organized using innovative pedagogical technologies and interactive methods. Such a process has also been recognized as one of the most important tasks in the education system. Because today's teacher is responsible for the effectiveness of the lesson in the use of "Brainstorming", "5-minute essay", "Wheel", "Assessment", "Boomerang", "Concept Analysis", "Resume", "Fish Skeleton", "Domino", "Fifth". It is time to have a variety of interactive methods and techniques for the appropriate use of pedagogical technologies, such as "Problem", "Imaginary map", "Zinamazina", "Bilits-poll". In this article, "Speech culture", "Practical Uzbek language" We want to think about the practical role of innovative technologies and various interactive methods in the formation of students' oral speech, which can be used in the analysis of topics in the disciplines "Uzbek language". The use of "Speaking Skills Test" in the subject "Speech Culture" and in this process, teaching on the basis of modern pedagogical technologies gives interesting and effective results for both teachers and students. For example, one of the modern pedagogical methods is the use of "Dialogue" technology. The role and convenience of this technology in the teaching system is a practical help for students to express themselves fluently. This technology helps students to develop oral speech and the ability to express themselves freely. It also helps them work on their speech. Encourages oral expression in more literary language. How can a teacher organize "Communication" technology in the classroom? We know that there are stages in the implementation of "communication" technology. Therefore, the sequence of its use should be formed by the educator on the basis of a plan. If the teacher does not develop a plan for the use of "communication" technology, then it will be difficult to achieve the intended goal. Let's analyze the use of "communication" technology on one topic. In the first phase of the "communication" technology, the teacher should divide the group of students into two small groups or (if there are more than 15 in the group) into three small groups. Due to the small number of students in small groups, all students in the group will have the opportunity to participate with their feedback. Before passing the topic "Types of public speaking" in the subject "Speech Culture", it is necessary to enliven the audience by asking students questions on this topic. In this process, the teacher: 1. Do you know the representatives of Western oratory? 2. Do you know the representatives of the Eastern oratory? 3. What are your thoughts on their contribution to the speech? 4. List the speakers who are prominent and recognized as speakers? 5. What are their thoughts on public speaking? 6. What works of the speaker do you know, and what did he think about the speaker? asks questions such as. These questions can also be asked by the teacher using handouts or written on the board. The system of such questions can be further expanded. Then a mutual question and answer is formed between the groups. Students ask each other questions to clarify what they want to say on the questions raised by the teacher. This process also takes the form of think-seek-find-give-feed. In this case, the student first thinks, restores the sources in his mental thinking, thinks, asks his partner in case of hesitation, and again expands his knowledge on the topic, and when he comes to a conclusion, answers it orally. In the first stage of the "Dialogue", the students' existing knowledge of mental thinking is restored, supplemented and prepared for the questions on the topic. They can also formulate their ideas in writing in their notebooks. This process is also important for written literacy. In the second stage of the "communication" technology, students collect a variety of materials based on questions asked by the teacher. If the questions are related to the topic to be analyzed in the next lesson,

then the homework can also be asked as a homework assignment. Then students will also have the opportunity to form different slide views. Prepares his / her ideas on the given topic in the form of presentations based on concrete evidence, examples and defends them orally. The rest of the group members can also express their opinions and add in addition to the information collected. In the third stage of the dialogue, one student defends the material prepared by the groups. Sources not mentioned by the first student may also be filled in by other members of the group. The group summarizes each idea (liked) expressed by the students and turns it into a coherent text. In the fourth stage of the dialogue, the teacher listens to the other groups 'answers to the questions on the topic (because the number of small groups can be 2 or 3) and listens to the students' feedback. Summarizes the materials collected on the topic. In the fifth stage of the dialogue, students in the group ask each other questions on the topic. The responses of the small groups that defended were completed.

#### 4. CONCLUSION

The teacher only observes the process and makes sure there is no excessive noise in the audience. The quality of the course will also need to be considered. The opinions, analyzes expressed by the students should be goal-oriented. In the sixth stage of the dialogue, the teacher summarizes the questions and opinions of both (or three) groups. Also, when using the technology of "communication", the teacher purposefully directs the views of students who have participated with their opinions. Because students can also go beyond the topic. The teacher therefore directs each answer given by the students and expresses, completes and completes their response to the answers given by the small groups on the topic. The student (or group) who gave the best answer analyzes the answers, such as the student (or group) who is able to cover the topic, the student (or group) who is off topic, and the student (or group) who expresses an opinion in pure literary language. It also evaluates each student (group) and interprets their feedback based on the grade they give. This prevents dissatisfaction with the assessment between groups. The advantage of "communication" technology is that the teacher can organize the topic either to reinforce the topic or to remind students of the topic they want to cover and before providing theoretical information. If it is organized on a given topic, then the theoretical knowledge given by the teacher on the topic is strengthened. If used on a topic to be covered, it will help students to correctly understand the theoretical information provided by the teacher. Because they prepare at home on the topic and reinforce the theoretical knowledge they have acquired. They will be able to express their thoughts in literary language through oral speech. The lesson is also based on interaction. In our opinion, the basis of the technology of "communication" is the theory of personality, problem, attitude, question, answer, speech, freedom. So, there is a system of theoretical and practical views, such as the person - the student, the problem - the subject, the attitude - the encouragement of free thinking, questions that involve the student, the answer - the student's free thinking, free speech in spoken language, all It is the embodiment of the perfection and upbringing of the perfect man. Therefore, the teacher should try to make each lesson rich in discussion and achieve it. The effectiveness of the lesson, which is rich in interesting and free reflections, will also be wider, and students' interest in science will increase, and oral speaking skills will be formed. In conclusion, it can be said that the use of "Dialogue" technology in the disciplines of "Speech Culture", "Practical Methodology of the Uzbek Language", "Uzbek Language" is appropriate, as well as effective in covering all topics. Students 'oral speech is formed and they have the opportunity to express themselves freely. It is achieved that they can give an opinion without hesitation in any discussions. The owner of free thinking, free views, free speech can freely carry out his activities independently in the future, make a worthy contribution to any sphere of society. All this is one of the results of radical reforms in the field of education.

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